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|  | GI SCHOOL | SGC-GI- F77 |
| UNIT PLAN  *SCHOOL YEAR:* | v. 02 |
| August 2010 |

**Subject (s): English Grade: 9 Term: 3**

**Name / Theme or Unit: Style and Short Story Compostion**

**Time Frame: ~2 weeks**

**Submitted by: Daniel Olsen**

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| **OVERVIEW :** Students will learn about some of the basic elements of style (diction, sentence length, use of figurative language, etc.) and identify examples of it in a story. Students will then compose a short story combining all the elements of literature learned so far in the year (plot, setting, character, theme, etc.). | |
| **STAGE 1 – IDENTIFY DESIRED RESULTS** | |
| **Content Standards and Benchmarks :**  9.1. Identify and use the literal and figurative meanings of words  9.11 Understand how authors reveal characters directly and indirectly through dialogue, actions, thoughts, etc. and analyze the interactions between characters (eg. internal and external conflicts, motivations, relationships, influences)  9.12 Understand the idea of a universal theme and its common elements  9.13 Understand and be able to identify and use complex literary devices (including figurative language, imagery, allegory, and symbolism, and explain their appeal)  9.17 Learn appropriate strategies to read and comprehend content-area texts  9.19 Understand how to create and find a main idea, Set a context for writing and engage the interest of the reader  9.20 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.  9.26 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.  9.27 Write biographical or autobiographical narratives or short stories using correct story elements (plot, setting, character, conflict, climax, resolution) along with descriptive details; incorporate narrative voice, complex literary devices, mood and tone when possible  9.35 Identify and correctly use independent and dependent clauses; use correct sentence structure  9.36 Review and practice subject-verb agreement, pronoun agreement, second language learner problems, time and order prepositions, correct comma usage  9.37 Understand sentence construction and consistency of verb tenses.  9.38 Demonstrate understanding and control of the rules of Standard American English, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats  9.41 Use a variety of sentence types in writing (e.g., simple, compound, complex, and compound-complex sentences)  9.42 Formulate judgments about the ideas under discussion and be able to discuss those in the classroom environment  9.43 Compare and contrast the ways in which literature presents the same story or issue (e.g. fairy tales, myths)  9.50 Present findings and information from any type of research or writing assignment in a clear manner that follows standard organizational procedure | |
| **Essential questions:**   1. What is style? What are the writing elements that make one author’s style different from another’s? 2. What effect does writing style have on our experience of a piece of literature? 3. How does the principal of cause and effect unify the plot of a story and make it make sense? 4. How can we create a believable character and put them in a story that makes sense and effectively uses all the elements of fiction? | **Expected language:**  Style, diction, sentence length, mood, figurative language (metaphor, simile, personification), imagery, cause and effect, plot, setting, character, protagonist, climax, theme. |
| **STAGE 2 – ASSESSMENT EVIDENCE**  List performance tasks or project, quizzes, graded assignments, prompts, etc. Include the rubrics you use to evaluate the performance tasks. | |
| Vocabulary assignment (10 words and paragraph)  Cause and effect flowchart assignment (#2, p. 514 of text)  Class notes on “The Sound of Thunder” identifying examples of distinctive style  Take home quiz. Questions (#1, 3, 4, 6-10 p. 514 of text)  Group Class Discussion on Time travel (attached)  Time Travel Story Assignment (attached)  Time Travel Story outline (attached) | |
| **STAGE 3 – LEARNING ACTIVITIES**  Considerthe type of knowledge (declarative or procedural) and the thinking skills students will use. | |
| **Style and “The Sound of Thunder”**  Students will start with a vocabulary game to learn the definitions and usages of the vocabulary words for “The Sound of Thunder.” p. 498 (also attached). They will then compose a paragraph using all ten words for review.  The teacher will then begin the next class by reading out several excerpts from previous stories that students have read, including “A Most Dangerous Game,” “A Christmas Memory,” “The Cask of Amontillado,” “The Sniper,” and “The Scarlet Ibis.” For each, the students will be asked to identify the story the passage comes from, and then describe the style with the teacher writing their suggestions on the board. The teacher will guide the students to some new vocabulary related to style (flourid and fancy, short and terse, highly descriptive, figurative, imaginative, etc.) Students will then view the introduction power point for “The Sound of Thunder” (attached) and take notes on the key elements of style to note down while reading the story.  Before reading the story, the teacher will review the questions the students will have to complete on their own when their reading is finished (p. 514, #1, 3, 4, 6-10). Students will be asked to think about and strategize about what they will be specifically looking for in the story in order to answer these questions. The students will read the story (pdf text attached), while listening to the CD recording and the teacher will pause at key points when there are interesting examples of style (figurative language, imagery, long run-on sentences, short excited sentences, interesting diction, etc.). give the chance for students to take down examples. At first, the teacher will point the examples out, then later in the story the students will find them on their own at the pauses. There will also be pauses to discuss the cause and effect relationships in the plot. Halfway through the reading, the students will be given a short assignment and complete #2 p. 514 asking them to create a cause and effect flowchart on the hypothetical events described on p. 502-503.  At the end of the story, student will read the excerpt from *Jurassic Park* that follows the “The Sound of Thunder,” and discuss how this narrative encounter with a dinosaur differs from the first. Students will hand in their class notes on the story’s style for marks and complete a take-home quiz, individually completing the textbook questions previously reviewed.  **Short Story**  Students will begin by brainstorming story ideas in groups. They will discuss and answer a series of speculative questions about time travel on a worksheet and present their findings to the class (attached). Afterwards, they will jot down at least one premise for a time travel story.  Next, they will write Story Outlines (attached) for their ideas, individually checking with the teacher that their idea is plausible by explaining it orally. The students will use the outlines to ensure that they are using all of the elements previously learned effectively, (round character revealed, central problem, plot that makes sense, a decent explanation of the mechanism of time travel, some sort of theme or message that the character learns.) The teacher will project an example story idea (attached) as a guide to go by.  Students will then spend one class writing their drafts, after a quick mini-lesson on the English conventions for dialogue writing. After the draft composition, they will peer review and write comments on each other’s drafts (for marks), and then edit an write out good copies. | |
| **INSTRUCTIONAL MATERIALS AND RESOURCES** | |
| Holt Supplementary power point (on “The Sound of Thunder”)  **Holt Language and Literature Text:** “The Sound of Thunder,” from *Jurassic Park.*  Teacher Created Resources | |

At the end of the unit:

CURRICULUM COVERAGE: Percentage of planned curriculum that was taught and assessed \_\_\_\_\_

REFLECTIONS: